



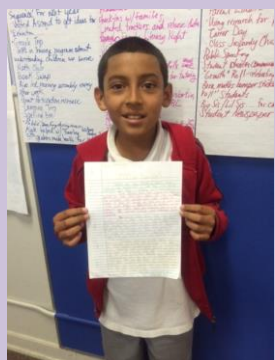
The Triumph Tribune

Week 34

Friday Treat:
Lisa

Staff Meeting
Host:
Wash U

Campus Clean-Up:
Syracuse



Maxwell (Cal) shows off
his hard work in
writing!

THIS WEEK:

MONDAY

- Karen out for RJ training all day
- Budget meeting @ HO—Jess out at 2pm

TUESDAY

- Karen out for RJ training all day
- Lead team

WEDNESDAY

- Student leadership group
- Coach meeting

THURSDAY

- Kimi on campus

FRIDAY

- Writing Snapshot scoring in Wash U @ 1pm

“Start by doing what's necessary; then do what's possible; and suddenly you are doing the impossible.”—Francis of Assisi

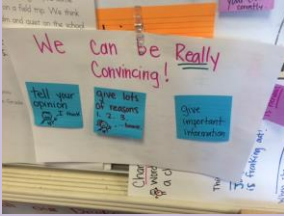
Triumph Vision Statement

Triumph strives to cultivate an environment where students are healthy, safe, engaged, supported, and challenged. We integrate technology to differentiate for each student, to push for further understanding, and to ensure that our students have agency over their own learning to prepare them for college and beyond. We work toward equity by meeting each scholar's academic and social needs, by developing students' motivation to work toward ambitious goals, and by honoring the community, culture, and background of our students and families.

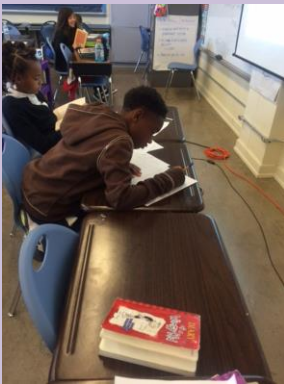
Shout Outs! ☺

Karen and Jessica for an awesome teacher appreciation week! (Alicia)
Team Spelling Bee! Kindergarteners are excited! (Karen)
Oxy for pumping up their kids for the Spelling Bee!
Josh for student partner testing—students were so engaged!
Ms. Ray for getting the DIBELS done every week and **Mr. Miller** for helping as well! (Karen)
Ryan for the kids to be working in engaged groups! (Karen)
Ms. M for Jamba Juice treats!
Ms. J for first full week take over!
Ms. J for awesome teaching! (Dash)
Vanessa for the second wave of Tech Opps! (Alex)
Vanessa for all her support during the testing madness!
L'aurelei for planning the Malcom X lesson plan! (Pam)
Coach Love for the Sports Banquet! (Mariela)
Mariela for the beautiful trees, coordination, planning, and implementation!
Mr. Victor for making phone calls home and providing excellent quality communication! (Karen)
All the people who support kindergarten! (Ms. J)
Kaitlyn, for teaching students to listen to each other!
Ms. Neri for helping for getting students to group! (Pam)
Ms. Flemings for being flexible and taking Mikael (Ms. J)
To everyone who had extra students this week! (Jessica)
Team Amari for the fantastic plan and Learning Center people for being flexible! (Karen)
Team Amari and Team UCSD and Team K for soaking up the attention that so many Ks need! (Jamie)
Team Reasiyon—thank you! (Ryan)
Karen for hashing out recess plans to make it easier! (Caitlin)
Ms. Lee for supporting the plan! (Caitlin)
Ms. Williams for supporting me! (Dash)
Ms. Erica for being such a calm presence for students! (Mariela, Gabe)
To Pam for helping out with issue this morning! (Gabe)
To Pam for the What Makes You Smile lesson—it was really cute! (Erica)
Mr. Clark for being such a cool teacher! (Erica)
Ms. Ray for watching and supporting class while I got to work one on one! (Bora)
Caitlin for organizational plan for Kelly! (Bora)
Teachers for finishing observation process!
Everyone for being open and honest during Town Hall with Kimi!
Ryan for being an excellent teacher for Reasiyon's 5 paragraph essay! (Karen)
Brenda for her SMILE! (Jamie)
Ms. Jimenez for rolling with a million things at once! (Caitlin)
Ms. Jimenez for coverage support! (Ms. M)

Writing!



Scholars in UCSD have clear criteria for successful, convincing writing!



Marquis (Brown) was so focused on his writing he didn't notice his picture was being taken!



Northwestern writers discuss effective transitions between paragraphs!

Planning & Instruction

Writing

- All writing snapshots should have a first score by the teacher BEFORE our scoring party on May 22nd!
- You will use your team time on May 21st to score snapshots. Please make sure every student has completed one!

Guided Reading

- Guided reading should be happening at least 4 times a week in your classroom.
- DRAs are due May 29th, so make sure you are managing your time to get these done by then.

All Mini Observations will be completed by **May 21st**.

Testing:

SBAC Testing this week—Wash U & UMass

May 20th: Deadline to administer Writing Snapshot

May 27th: Science CSTs (5th grade only)

May 29th: All DRAs scanned

June 3rd: All Math Basic Skills Tests scanned (5th grade only)

Upcoming Events

May is full of exciting events at Triumph! Make sure you have all of them on your radar:

- ❖ **May 19th: Malcolm X Day**—Make sure to teach the Growth Mindset lesson on Monday or Tuesday of this week so that students have an idea of who Malcolm X was and what he did to add to the Civil Rights Movement. We will also have a Capoeira celebration after school on this day.
- ❖ **May 21st: Sports Banquet** (5:30-6:30pm)
- ❖ **May 27th: Book Swap** (3:30-5:00pm)—Give one, get one! Students will be able to swap out their old books for new ones, and we will have an Oakland Public Librarian on site to help students sign up for library cards!
- ❖ **May 29th**: Triumph is proud to announce our first annual **spelling bee**! Students will receive a list of words and then compete in classroom spelling bees. The top 3 spellers from each classroom will then compete in a school wide spelling bee on **Friday, May 29th from 8:15-9:00**. All families are welcome to cheer on our spellers!
- ❖ **May 29th: Town Hall—College Scholars**. We will have our final Town Hall from 12:00-12:30 to celebrate students who earned College Scholar 10 or more times this quarter. Also, **EVERYONE** will be performing their cheers, so make sure your class is ready!

Cyberbullying Requirement—due June 5th:

In order to receive e-rate funding and because it's an important issue, we have to provide education on cyberbullying. Each school is required to certify that they have taught students about cyberbullying this school year.

The easiest way to do this is to show one of the videos on the MyAspire page <http://myaspire2/Pages/E-rate%20Guide%20and%20Cyber-Bullying%20Education%20Guide.aspx> in your classroom. Please do this by June 5th. Let me or Mariela know once you have shown the video to your students.

Student Engagement!



Devin (Cal), Gianni (Northwestern), and Anjelay (Cal) ask questions and engage in discourse as they read with Ms. Beeson!



Dontay and Avery (UCSC) quiz each other on spelling words!



4th grade student leaders plan an anti-bullying presentation to help resolve conflicts at school!

School Culture:

- At dismissal:
 - Please make sure your students sit on their class lines by 3:25
 - Students should not be inside the building for any reason without a staff member—please have students check for their belongings **BEFORE** bringing them to dismissal
 - **Please do not send them to the bathroom during dismissal**
 - Make sure you are actively circulating your class line.
- Students **ALWAYS** need a pass when they leave your classroom.
- Please make sure to do **uniform checks** for students each day:
 - Sweaters, jackets, and hoodies that are not **solid gray, navy, black, or white** are not allowed indoors. Please have students hang them on hooks when they enter the classroom.
 - Students should **NEVER** have their hoods on in class.
 - If they are not in uniform, please cross them off the Google doc for uniforms so they don't earn Free Dress on Friday.

Monday	Tuesday	Wednesday	Thursday	Friday
Morning: Cline, Cole, K. Williams Karen out	Morning: Arenas, Jovellanos, Clark, Durr Karen out	Morning: Hashaway, L. Williams, Smith	Morning: Ramirez Conti, B. Lee	Morning: Cline, Cole, K. Williams L'aurelei out Erin out
8:30 Observations	7:00 Erin VV 8:55 Bora 9:30 Amy	8:15 Alex 9:00 Family mtg 9:40 UCSC	8:15 Coach Love 9:00 Erin 9:30 UCSD	9:00 Mariela 9:30 Vanessa
10:15 Recess	10:15 Recess	10:15 Recess	10:15 Recess 10:40 Syracuse	11:00 School Culture mtg
11:00 Family mtg	10:55 Ryan	11:10 Northwestern		
12:30 Observations		12:30 Student Leadership Group		1:00 Writing Snapshot scoring in Wash U @ 1pm
2:00 Budget mtg	1:10 Andrea 2:00 Janelle	1:30 Coach meeting	1:00 Family mtg 2:00 Alicia 2:30 SpEd	
3:00 IEP (EvRo)	2:45 Gabe 3:45 Lead team 5:45 Capoeira Celebration	3:45 Erin 4:30 Family mtgs	3:45 Team mtgs 5:30 Sports Banquet	

*Pam, Jessica, Coach Love, and Sonia have morning supervision daily
Teachers begin supervision at 7:50am.

Important Dates:

May 19: Malcolm X Day
May 19: Capoeira Performance (6-7pm)
May 21: Sports Banquet (5:30-6:30pm)
May 22: Writing Snapshot scoring
May 25: Memorial Day—No school
May 27: Science CST (5th grade)
May 27: Book Swap (3:30-5:00pm)
May 28: Scholar Banquet (5:30-6:30pm)
May 29: All DRAs scanned

Well-Chosen “Hinge Questions” to Check for Student Understanding

In this *Improving Teaching* article, history teacher Harry Fletcher-Wood explains the “hinge question” – a carefully crafted check for understanding mid-way through a lesson to see if students grasp the central concept, need to have it briefly clarified, or need the teacher to start all over again. The four key characteristics of good hinge questions, according to British researcher Dylan Wiliam, are:

- **They’re concise:** students can respond in under two minutes.
- The question is worded so that that students can’t get the right answer for the wrong reasons; **common errors and misconceptions are made visible.**
- **The teacher can see responses from every student** by using mini-whiteboards, Plickers, clickers, or some other form of all-class response system.
- The teacher can assess the responses and **decide what to do in under 30 seconds.**

What were Fletcher-Wood’s reactions when he started using these in his classes? “Hinge questions have transformed my teaching,” he says. “Firstly, and most dramatically, I learned far more about the errors students were making... Had I not ‘sought error’ in this way, I would not have been aware of these understandable misconceptions, nor would I have been able to correct them.

“Secondly, it slowed teaching dramatically – indeed, a handful of lessons were brought almost to a standstill as I kept trying to talk through student misconceptions. This risked disengaging... and reinforces the importance of only trying to change two or three things at once... Additionally, they allow me to discuss and correct student misconceptions in a safe environment for students to make mistakes – because almost all of them will make mistakes at some point.

“With more experience, I learned to predict student misconceptions and create learning activities around them, to know when to move on with the group and help individuals later, and, most powerfully, to activate students to explain to each other or debate with each other and work towards a conclusion. At the simplest level, it involves breaking down questions into sub-questions, enabling students to isolate the characteristics of individual lessons.”

Here are some examples of hinge questions from different subject areas, with students using mini-whiteboards to display their answers:

- In a math lesson on unlike denominators: *What is a fraction between $1/6$ and $1/7$?*
- In a solar system lesson: *How long does it take the Earth to travel around the Sun? To spin once on its axis?*
- In a climate lesson: *Why is the Earth colder in areas further away from the equator?*
 - The Earth orbits the Sun.
 - The Earth orbits the Sun at an angle.
 - The Earth is a sphere.
 - The Earth has a hot core.

“Do They Understand This Well Enough to Move On? Introducing Hinge Questions” by Harry Fletcher-Wood in *Improving Teaching*, August 17, 2013, <http://bit.ly/1bKxc89>